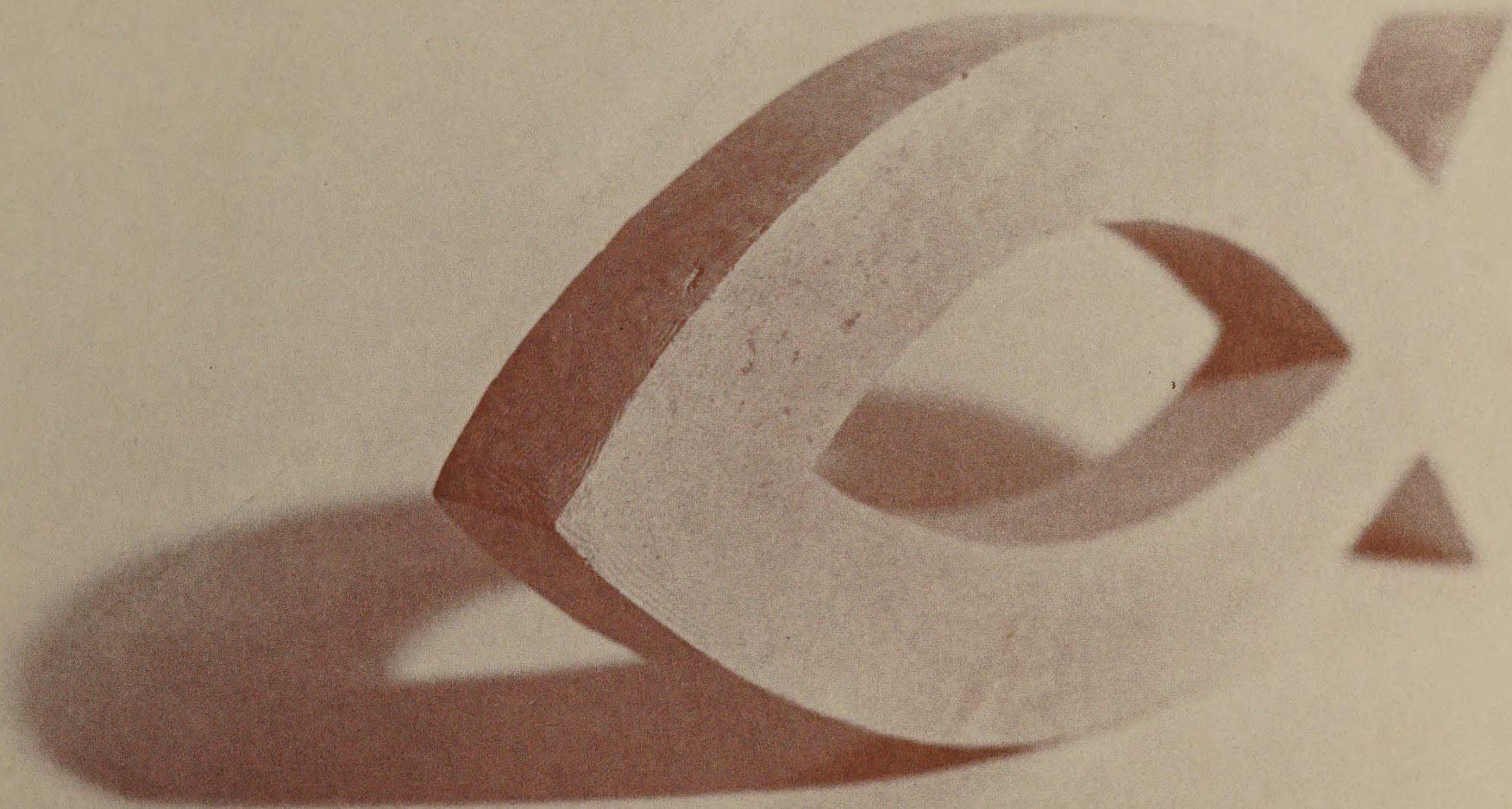




Centenary School of Church Careers

CENTENARY SCHOOL OF CHURCH CAREERS

THE CENTENARY SCHOOL OF CHURCH CAREERS OF CENTENARY COLLEGE OF

Louisiana has been born out of the convergence of unique needs and challenges. The Church of the 20th century has distinguished itself through its increasing involvement in the human situation. In a world dominated by large corporate business, mass communication, and technological preoccupation, human needs have often been relegated to positions of low priority; at times resulting in utter neglect. Among other things, the human situation has increasingly come to be characterized by personal isolation and alienation. More and more, the Church has realized the dominate roles played by social, economic, and political structures in shaping individuals and society. The Church has felt the challenge of dealing realistically with all these influences and structures in order to effect constructive change, so that meeting human need, whether it be physical, emotional, or spiritual, might be the highest of our priorities. The world has indeed become the parish. Thus, the challenge which faces the Christian community of faith is the challenge of the expanding church as it attempts to effectively deal with and minister to all of society and the world. This has led to a need for broader-based educational experiences for those planning to enter the more traditional ministries of the church. In addition, the facing of this challenge has resulted in the expansion of new, highly specialized areas such as youth, children, music, counseling and urban ministries.

In light of the challenges confronting the contemporary church, the need is for well-rounded, committed professionals. The Church Careers Program is aware of these challenges and is designed to meet the needs.

By situating itself within the context of the liberal arts community of Centenary College, the Church Careers Program offers the student a broad educational experience in the classical tradition. This, coupled with the four-year supervised intern program, enables a student in Church Careers to call upon both academic and clinical learning experiences in acquiring the reflective and communicative skills necessary for intellectual, emotional, and spiritual growth.

The Church Careers Program is designed to prepare individuals for work at the graduate and/or seminary level, or for work in an unordained professional church field or church-related career.

The program is nondenominational, nonsectarian, and holds to no specific theological position. Rather, each student is encouraged to grow in faith and develop his or her own religious beliefs.



THE COLLEGE

YESTERDAY

THE COLLEGE OF LOUISIANA WAS FOUNDED IN 1825 AT JACKSON,

Louisiana. In 1839, in celebration of the centennial of Methodism, the Conferences of Louisiana and Mississippi founded Centenary College at Clinton, Mississippi. In 1840, Centenary was moved to Brandon Springs, Mississippi, and graduated its first class in 1844. Both colleges, however, struggled for funds and for students. In 1845, the trustees of the state-owned College of Louisiana relinquished its charter to the Methodist Conference and the institutions merged under the name "Centenary College of Louisiana". From this union in 1845 until the start of the Civil War, the college flourished. It was known throughout the south for its advanced forms of student government, for its attempts to keep abreast of the new developments in science and for its excellent library which contained numerous original Audubon prints and a number of important folios on the American Indian.

The Civil War interrupted Centenary's growth. There was little time for "formal" learning. On October 7, 1861, there appears this statement in the official college faculty minutes, "Students have all gone to war, college suspended, and God help the right". The campus was used for a time as a Confederate hospital and then as a headquarters for the Union army.

The Reconstruction period was difficult for the college. Buildings had been damaged and destroyed. The library had been removed. Few families had the money to send their sons to college. Yet the college survived and resided at Jackson until 1906, when it became obvious that the kind of metropolitan support necessary for a first-rate liberal arts institution would not be available there. At that time, the Atkins family of Shreveport, together with a group of friends, offered land and support for the college in Shreveport. The first classes at the present campus were held in 1908. In the 20th century as in the 1800's, wars interrupted Centenary's growth. The real expansion of the college has come since World War II. The campus's 18 permanent buildings of predominantly Georgian architecture are located on 90 beautifully landscaped acres near downtown Shreveport.



TODAY

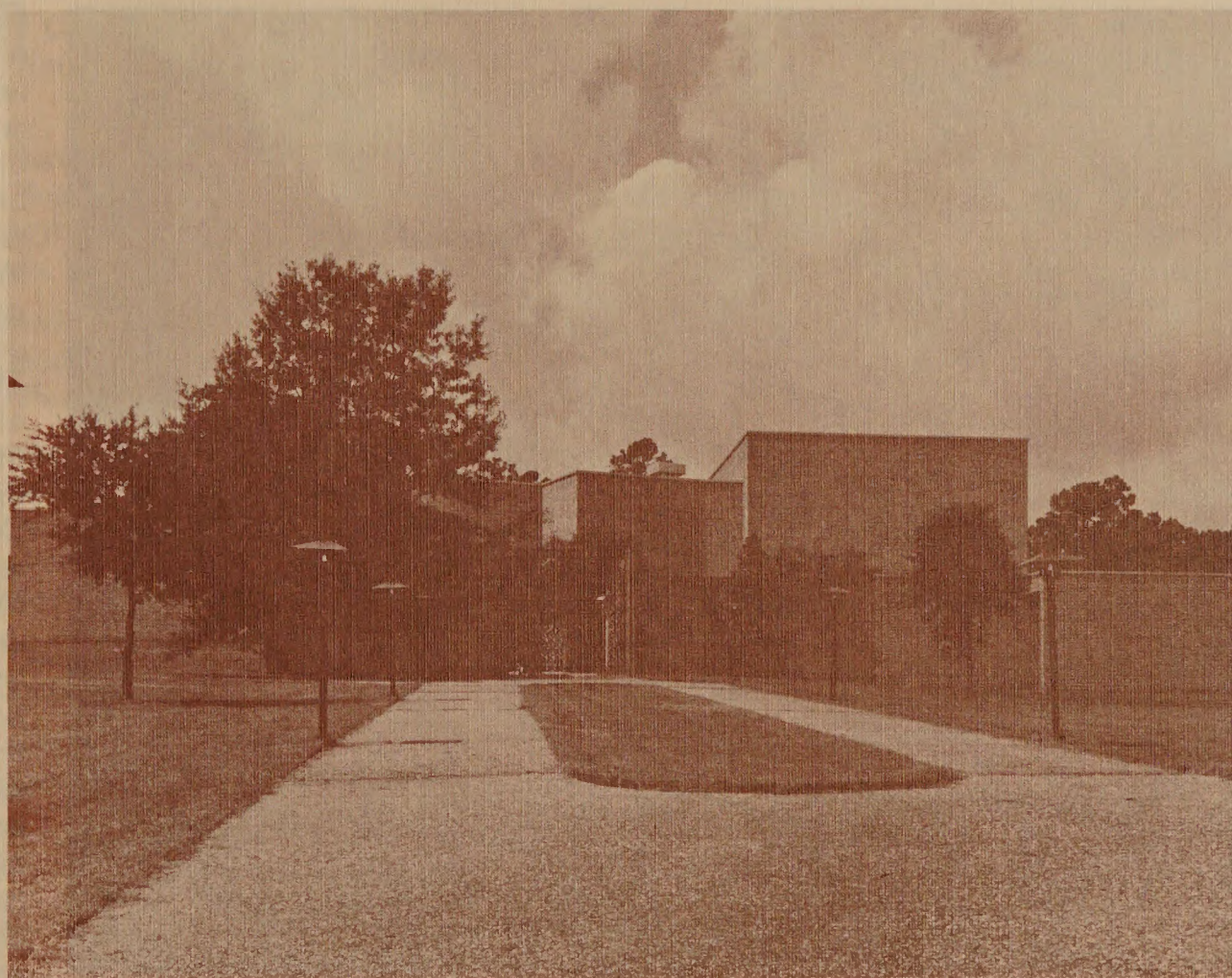
TODAY, CENTENARY COLLEGE OF

Louisiana is the oldest chartered college west of the Mississippi River. During the spring semester of 1975, Centenary began a year-long celebration commemorating the 150th anniversary of its founding. Centenary College is an independent, co-educational liberal arts college and is fully accredited by these recognized national and regional agencies: The Southern Association of Colleges and Schools, the National Association of Schools of Music, and the American Association of University Women.

The college also maintains memberships in the American Council on Education, the Association of American Colleges, the American Alumni Council, the American Association of Colleges for Teacher Education, and the National Commission on Accreditation. These are only a few of the important agencies, national and regional, of which Centenary College is a part.

Centenary is a college of some 750 students representing 35 different states and 18 foreign countries. Fifty percent of the student body come from areas outside the State of Louisiana. Academic majors are evenly distributed throughout the Fine Arts, the Sciences, the Humanities, the Social Sciences, Education, and the Pre-Professional areas.

Diversity within a student body is essential.



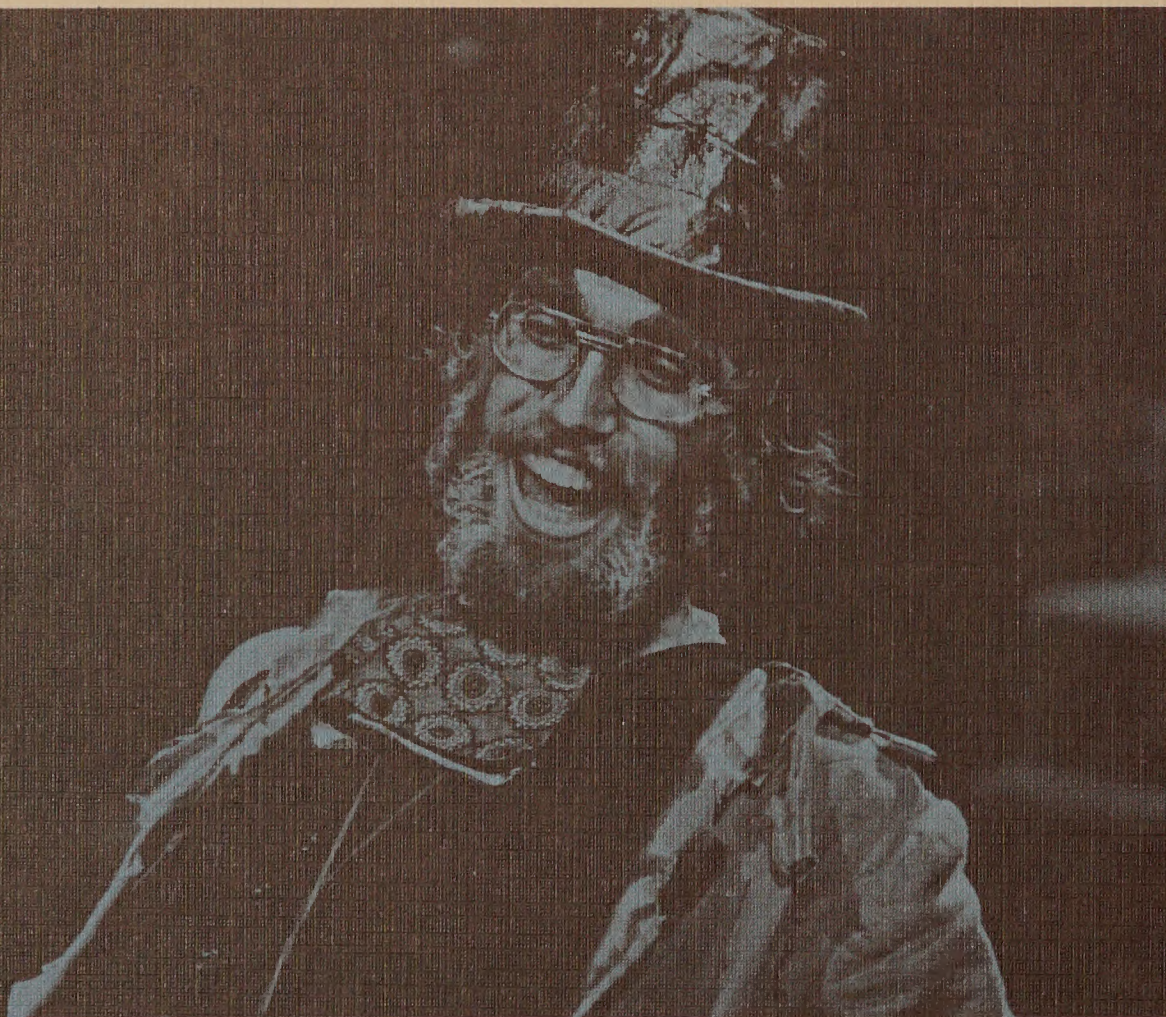
TODAY

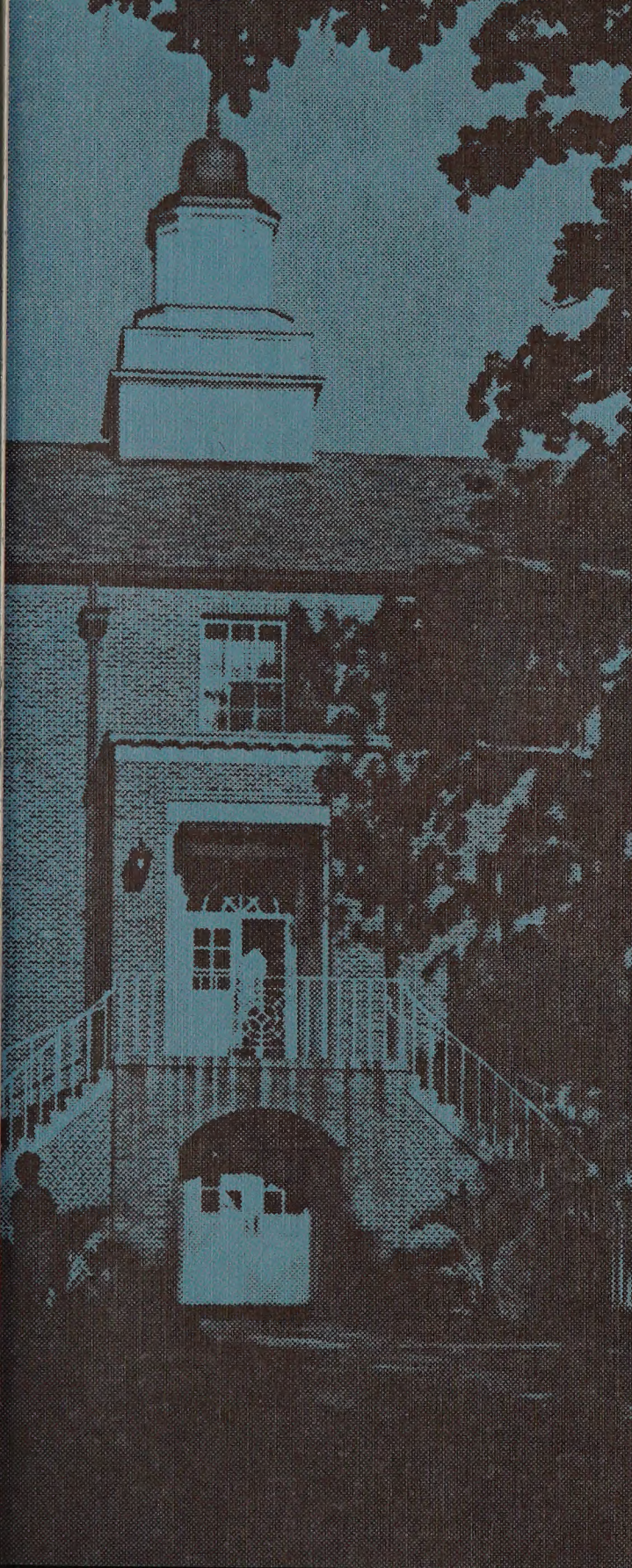
IT IS NECESSARY FOR THE CREATIVE EXCHANGE

of ideas characteristic of a genuine liberal arts experience. Different points of view, various life styles and academic interests, and divergent economic backgrounds are all at home at Centenary.

Student life at Centenary College is richly varied. The Student Government Association (SGA) offers students opportunities to be involved in the decision-making processes of the College, and has the necessary authority to govern, regulate, and control student affairs.

The SGA sponsors movies, dances, concerts, and other events of interest to the college community. For the musically inclined, the School of Music of Centenary College provides many varied opportunities for both the instrumentalist and the vocalist. The Department of Theatre/Speech and the student theatrical organization, the Rivertown Players, utilizing the College's Marjorie Lyons Playhouse, offer one of the nation's strongest drama majors and provide the campus, as well as the entire area, with a continual array of outstanding and entertaining productions each year. Student talent and opinion find expression in the weekly student newspaper - - the CONGLOMERATE - - and in the College yearbook - - the YONCOPIN. Both publications are written and edited by students. There are four national fraternities and three national sororities which are represented on campus. Fifteen honor societies and fourteen service clubs have chapters at Centenary. In addition, the College provides both medical and counseling services for students.





TOMORROW

CENTENARY COLLEGE OF LOUISIANA IS A UNIQUE BLEND

of tradition and forward-looking innovation. Plans for the future include the following:

Work began in the Spring of 1975 on the renovation of the historic Old Administration Building, which when completed, will be the Algur Meadows Art Museum housing the internationally acclaimed Indochina collection of Jean Despujols.

The administration of Centenary College has announced the creation of a Career Planning and Placement Office which will begin offering services to students in the Fall of 1975.

The Departments of Theatre/Speech and Physical Education of Centenary College in cooperation with the Shreveport Symphony will begin offering a program in Dance in the Fall of 1975. The new program, in addition to providing supportive activities such as internships, workshops, Guest Artists, and Artists in Residence, will also provide a base for the Shreveport Ballet Company.

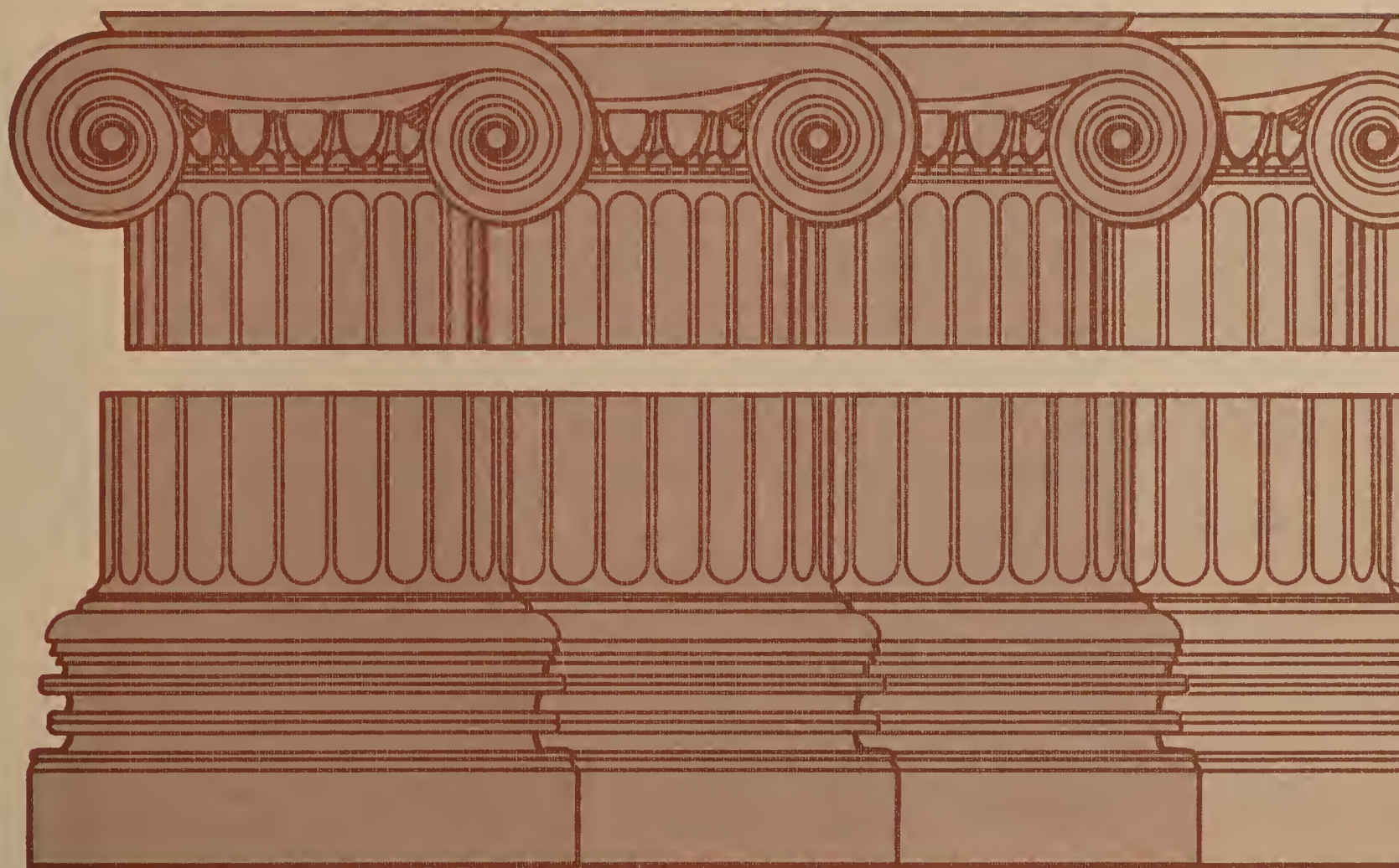
Plans currently call for the student FM radio station, KSLC, to begin broadcasting service to the campus and surrounding area in the Fall of 1975.

The College is currently conducting a study to determine the feasibility of implementing graduate programs in Business and in Education.

ACADEMICS

LIBERAL ARTS

AS AN EDUCATIONAL institution, Centenary College is steeped in the tradition of the liberal arts. In keeping with this tradition, Centenary seeks to provide superior education for students capable of intellectual leadership and for those students who can benefit from study in an academic community where excellence is encouraged and individuality is respected. The classroom emphasis is placed on equipping students with a basic understanding of human affairs and problems; motivating them to think clearly, honestly, and constructively. It is this emphasis which introduces students to the arts and sciences, that they may enjoy the best of the heritage of civilization. The college's educational philosophy is founded on and supported by a Judeo-Christian heritage which emphasizes the wholeness of human life, the interrelatedness of knowledge, and the dignity of man.



CURRICULUM

ONE OF THE INADEQUACIES OF MANY CAREER ORIENTED

programs is their narrow, specialized field of focus. Due mainly to the nature of their approach, career programs often fall short of developing the whole person - - the main emphasis being placed on the development of technical skills consistent with the particular field. In an attempt to broaden the horizons and perspectives of those who seek church or church-related careers, the Church Careers Program stands solidly within the Liberal Arts Curriculum of Centenary College. The liberal arts experience, with its emphasis on a wide range of academic pursuits and the importance it places on the development of the total person, enables the Church Careers student to see beyond the technical aspects of his or her specialized field. Consequently, the individual is able to serve the church as an aware, understanding, and critical human being. Thus, a person graduating from Centenary College in the Church Careers Program will have not only the Baccalaureate Degree, but also expertise in a particular church or church-related field. In addition, he or she will also have gained a richly varied academic experience, thus being better equipped to meet the challenges of the expanding church.

The Church Careers Program, recognizing that in order to prepare persons for professional church careers it must take seriously the need for workers in specialized areas, has wedded the liberal arts academic approach with an experiential career orientation. In an attempt to achieve this goal, the Church Careers program has concentrated its efforts in three major areas: Pre-Seminary Education, Professional Christian Education, and Sacred Music. Although these are the three major areas of Church Careers curriculum concentration, the flexible nature of the program allows for a wide range of academic pursuits in preparation for church-related fields. Any questions concerning the possibilities of study outside the three major areas of Church Careers concentration should be directed to David R. Dykes, Director of the Centenary School of Church Careers.



COURSE LISTINGS & FACULTY

RELIGION

101. Understanding Religion

An introductory survey that helps students become aware of the varied expressions of religion in our world, how religion functions in persons and cultures, some of the major concepts and symbols of various historic religions, and the interrelationships between religion and other areas of man's life. May not be used to satisfy major requirements. Offered each semester.

201. Old Testament Survey

Each semester.

202. New Testament Survey

Each semester.

203. History and Doctrines of Methodism

Study of the movement which affected the social and religious life of 18th century England and which influenced the cultural, religious, and political development of America. Primary sources are the works of John Wesley and secondary sources are recent interpretative biographies and histories of Methodism.

301, 302. History of the Christian Church Two semesters
First half: survey of development of the Christian Church in thought and individual life from the first century to the Reformation. Careful study is made of the lives and writings of the leading figures of this period. Second half: study of the major branches of the Christian Church and trends of development since the Reformation. Alternate years. (Same as History 301, 302.)

303. Philosophy of Religion

A study of the problems of religious language and truth, the existence of God, and related religious concepts. Yearly. (Same as Philosophy 303.)

306. Prophets of Israel

Study of the prophetic movement and its historical background in Israel from the time of Moses until its close with the book of Jonah. Alternate years.

307. Philosophy of Eastern Religions

An historical study of the fundamental philosophical concepts of near and far eastern religions and ethical systems. Alternate years. (Same as Philosophy 307.)

311, 312. Theology of New Testament Writers Two Sem
Directs students in research and study to discover the theology of the earliest Christian writers as reflected in the literature of the New Testament. Form criticism and redaction criticism are used. Included in the first semester are Acts and Synoptic Gospels. The second semester concentrates on the writings of Paul and John.

317, 318. Renaissance and Reformation Two Semesters
Alternate years. (Same as History 317, 318).

402 Directed Study in Christian Thought

Prerequisites: Religion 201 and 202, and consent of instructor. Study of classical religious writings from various periods of the Church's history. Selections from Augustine, Aquinas, Luther, Calvin, Wesley, Schleiermacher, Kierkegaard, Barth, Tillich and others will be chosen.

405. Independent Study in Religion

Open to junior and senior students with the consent of the instructor and the chairman of the department. Minimum of one hour conference per week. Library and research work comprise the major portion of the study. A written thesis is required. Offered each semester or upon request.

I-99. Interim Studies

Special topics offered in the January Interim.

CHRISTIAN EDUCATION

209. The Contemporary Church

A study of the meaning, problems, and expressions of the Church in contemporary culture. Offered alternate years.

212. Introduction to Christian Education

The historical and theological foundations of Christian Education.

213, 214. Youth Ministry Tutorial

Two Semesters

Understanding youth and their culture in relation to the religious life. Developing youth ministries in the local church. Observation and participation in youth groups. Prerequisite: Psychology 211.

313, 314. Children's Ministry Tutorial

Two Semesters

Understanding the cognitive and affective issues involved in relating the religious life to children. Developing children's ministries in the local church. Consideration of various church educational structures as Vacation Church School and camping. Observations and participation in children's groups. Prerequisite: Psychology 211.

315, 316. Adult Ministry Tutorial

Two Semesters

Understanding the religious needs of adults in various age groups such as young, middle-aged, and older adults. Developing models for adult ministries in the local church. Observation and participation in adult groups. Prerequisite: Psychology 211.

410. Christian Education in the Local Church

Prerequisite: Either 213, 214, 313, 314, 315, 316. Organization and programs of Christian Education in the local church. Study and use of curricular materials. Theories of leadership discovery and development and family life programs.

411. Senior Seminar

Prerequisite: 212. Several topics not ordinarily covered in other courses. Especially related to resources for Christian Education such as contemporary film, drama, literature, etc. (Open to Juniors with departmental approval.)

THE FACULTY

Two of the advantages in attending Centenary are the small classes and the many opportunities for interaction with faculty; two advantages not often found in large colleges and universities. Centenary is dedicated to great teaching. The college sets two criteria in the selection of its faculty; proven scholarship and a dedication to teaching. Seventy-five percent of the full-time faculty have a Ph.D. degree. Another fifteen percent have completed all course work requirements toward the Ph.D. degree.

RELIGION

PRE-SEMINARY EDUCATION:

This area is designed for students planning to attend seminary or other graduate programs, as further preparation in their Church-related field. Most students electing to work in this area will pursue the Bachelor of Arts (B.A.) degree with a major in Religion.

The Department of Religion attempts to lead students in serious philosophical and theological consideration of the questions of man's origin, destiny, meaning and purpose. The basic assumption of the courses is that these questions are best dealt with in the Jewish-Christian history and writings.

Major Requirements: For the B.A. in Religion, thirty semester hours in the Department of Religion are required, including 201, 202, 307, 311, and 402; plus the following: three hours in sociology (101, 102, 103, or 201), Psychology 101, and two semesters in foreign languages. No more than six hours of Christian Education may be counted toward fulfilling the thirty hour requirement.



ILLUSTRATIVE COURSE OF STUDY

*For the Bachelor of Arts Degree with a major in Religion **

SEMESTER ONE

Intern Seminar 001
English 101
Math or Science
Old Testament 201
General Psychology 101

Intern Seminar 001
Foreign Language
Religion
Introduction to Philosophy 101
Human Growth & Development 211
Western Civilization 101

Intern Seminar 001
Religion
English 201
Philosophy
Art History 101
Introduction to Political Science 101
or Principles of Economics 201

Intern Seminar 001
Religion
Religion
American Intellectual History 321
or Church History 301
Elective
Elective

SEMESTER TWO

Intern Seminar 002
English 102
Math or Science
New Testament 202
Music Appreciation 143
Sociology 101 or 102

Intern Seminar 002
Foreign Language
Religion
Math or Science
English 201
Western Civilization 102

Intern Seminar 002
Religion
Marriage and Family 202
Philosophy 303
Orientation to Theatre 111
Elective

Intern Seminar 002
Religion
Religion
American Intellectual History 322 or
Church History 302
Elective
Elective

YEAR

1
2
3
4

Two Interims: Two Elective Courses

**with professional certification through the Church Careers Program*

CHRISTIAN EDUCATION

THIS GENERAL AREA IS DESIGNED primarily for those who intend to enter a professional unordained lay ministry in the local church. The program of study in Professional Christian Education allows for specialization in one of three areas: Christian Education of Children, Youth Ministries, and Adult and General Christian Education. Students electing to work in the area of Professional Christian Education will pursue the Bachelor of Arts (B. A.) degree with a major in Christian Education.

For the major in Christian Education the following are required:

1. Religion - 15 hours including 201, 202, 307, 311, 402.
2. Christian Education - 14 semester hours including 212, 213, 313, 315, or 410, 413, 414.
3. Additional hours necessary to total 36 from Religion and Christian Education courses.

Supportive - Psychology 211, Sociology 202, English 102, 201, Education 211-212, Philosophy 303. (This latter course may be omitted by those specializing in Children's Ministries.)

5. Intern Seminar 001-002. Specific guidance in the areas of specialization will be given by the student's advisor.





ILLUSTRATIVE COURSE OF STUDY

*For the Bachelor of Arts Degree with a major in Christian Education **

SEMESTER ONE

Intern Seminar 001
English 101
Math or Science
Old Testament 201
General Psychology 101

Intern Seminar 001
English 201
Art History 101
Human Growth & Development 211
Western Civilization 101
Christian Education 213

Intern Seminar 001
Sociology 101 or 102
Introduction to Philosophy 101
Sophomore Tutorial in
Education 213**
Religion
English 201

Intern Seminar 001
Philosophy of Religion
Christian Education 410
Marriage and Family 202
Senior Tutorial in Christian
Education 412*, 413*, or 414*

SEMESTER TWO

Intern Seminar 002
English 102
Math or Science
New Testament 202
General Psychology 102
Music Appreciation 143 or
Orientation to Theatre 111

Intern Seminar 002
Math or Science
Introduction to Political Science 101
Religion
Western Civilization 102
Christian Education 212

Intern Seminar 002
Christian Education 314
Sophomore Tutorial in
Education 214**
Religion
Elective
Elective

Intern Seminar 002
Religion
Elective
Elective
Elective

YEAR

1
2
3
4

Two Interims: Two Elective Courses

*with professional certification through the Church Careers Program

**CE course sequences 313, 314, or 315, 316 may be substituted



SACRED MUSIC

THIS PROGRAM HAS BEEN

developed primarily to prepare those students who plan to seek positions in the Church as Choir Masters, Choral Directors, or Directors of Church Music. Students in this course of study will pursue the Bachelor of Music (B.M.) degree with a concentration in Sacred Music. The academic advisor for Sacred Music is William C. Teague, who is the Organ Professor at the School of Music of Centenary College and is an internationally known concert organist. The student in Sacred Music is required to complete an extensive course of study in the fundamentals of music. In addition, the student is required to complete courses which are designed to prepare him or her for work in a local church or parish. As well as consulting with the School of Church Careers, the Sacred Music student should also contact the Dean of the School of Music, Dr. Harlan Snow, concerning qualifications, auditions, and tests. Sacred Music students are given auditions and placement tests in music theory and piano.



ILLUSTRATIVE COURSE OF STUDY

*For the Bachelor of Music Degree with a Concentration in Sacred Music**

SEMESTER ONE

Intern Seminar 001
Mus 001 Recital Hour
Mus 150 Organ
Mus 170 Voice
Mus 111 Elementary Theory
Mus 141 Music Literature
Mus 151 or 153 Ensemble
English
Elective

Intern Seminar 001
Mus 001 Recital Hour
Mus 250 Organ
Mus 270 Voice
Mus 211 Theory
Mus 214 Counterpoint
Mus 151 or 153 Ensemble
Elective

Intern Seminar 001
Mus 001 Recital Hour
Mus 350 Organ
Mus 341 History
Mus 315 Improvisation
Mus 323 Conducting
Mus 360, 361, or 460 Sacred Music
Mus 151 or 153 Ensemble
Elective

Intern Seminar 001
Mus 001 Recital Hour
Mus 450 Organ
Mus 441 History
Mus 360, 361, or 460 Sacred Music
Mus 151 or 153 Ensemble
Elective

SEMESTER TWO

Intern Seminar 002
Mus 002 Recital Hour
Mus 150 Organ
Music 170 Voice
Mus 112 Elementary Theory
Mus 142 Music Literature
Music 155 or 157 Ensemble
Two Electives

Intern Seminar 002
Mus 002 Recital Hour
Mus 250 Organ
Mus 270 Voice
Mus 212 Theory
Mus 155 or 157 Ensemble
Two Electives

Intern Seminar 002
Mus 002 Recital Hour
Mus 350 Organ
Mus 342 History
Mus 316 Improvisation
Mus 328 Conducting
Mus 360, 361, or 460 Sacred Mus
Mus 151 or 153 Ensemble
Elective

Intern Seminar 002
Mus 002 Recital Hour
Mus 450 History
Mus 155 or 157 Ensemble
Three Electives

YEAR

1
2
3
4

Two Interims: Two Elective Courses

*With professional certification through the Church Careers Program.

INTERN PROGRAM

INTRODUCTION

THE CHURCH CAREERS PROGRAM IS A BLEND of two fundamental learning experiences. Traditional notions about knowledge and learning are combined with an emphasis on personal experience to provide an environment for the becoming of persons. The traditional or classical approach to education is preserved and manifested in the liberal arts curriculum which offers the student opportunity to survey the length and breadth of human experience, history and knowledge. The essential values for living and working and becoming are presented for students' appropriation through the Intern Experience.

The intern program, while meant to compliment the academic discipline, is aimed at a unique experience. This experience is not singular, but rather part of a larger process. Where academic discipline is meant to enable the student with categories of reason, comprehension and vision, the intern program is meant to enable the student to become aware, sensitive and intentional about his commitment and responsibility.

The Church Careers Internship is clinical and necessitates structure. It is not learning by hit or miss. It is learning by observation, hypothesis and testing. There is direction, supervision and evaluation. Internship is the building from a base of essential and general elements of personal awareness and self image to comprehensive understanding and professional tools. The structure of the Intern program takes the parameters of the four year liberal arts curriculum and adapts them to a detailed program for personal and clinical experience.



SCOPE

THE CONTENT AND SCOPE OF THE INTERN

program are generally defined by three levels of learning experience.

The first level of experience begins with a concentration on development of the person through reflection and communication. The student is given opportunities to develop a thorough, on-going awareness of and sensitivity towards self, others, and the professional role being pursued. While moving through the processes of reflection and communication, the student is guided through an evolving program of observation and evaluation of the Church and its ministries to people and the world. Here at the second level of experience, much of the learning will be given to the gathering of information. Mere fact finding, however, is not the aim. It is the assimilation of this information into knowledge and understanding that will be the target of this level of learning in the intern experience. Finally, the developing of the reflective, communicative person and the assimilation of information into knowledge and understanding will be tied into a practical, clinical training experience. Here the student will be given both guidance and freedom, in a situation involving actual job responsibility, in order to put into practice the insights and skills gained thus far through both the academic and intern experiences.

The intern program is structured into the typical four year college sequence. Beginning in the freshman and proceeding through the senior year, the program is built according to a definite, intentional plan for the development of personality as well as professional expertise.



STRUCTURE

THE FRESHMAN INTERN: AS A freshman, the student in the intern program will explore his or her own personality. The exploration will be psychological, emotional, intellectual and spiritual. Hours will be spent in structured observation of the varied ministries of the Church and its related institutions. The student will evaluate the observation and spend time in one-to-one dialogue with students, faculty, and other professionals. In addition, the freshman will be given responsible roles in creating ministries for the Church.

THE SOPHOMORE INTERN: IN the sophomore year, the student will continue developing awareness of and sensitivity to self and others. Through small group work the student will observe and participate in the processes of communication with an eye toward group dynamics. The observation and evaluation of the Church and its ministries will be continued as the student moves further and deeper into specific areas of ministry. The clinical experience will be developed as the student expands his or her horizons of creativity, understanding, and responsibility.





STRUCTURE

THE JUNIOR INTERN: DURING THE

junior year, the student will extend reflective and communicative skills into the professional area of counseling. In churches, hospitals, clinics and community agencies, the student will observe and reflect on the counselor, the patient, the tools, and the environment of professional counseling. The student will also design hypothetical programs and forms of ministry for the Church and be given opportunity to experiment with and test these ideas.

THE SENIOR INTERN: IN THE SENIOR

year, the student will actually assume the role of counselor, working in churches, hospitals, and community agencies. Each senior intern will design, implement, and evaluate his or her own ministry in a church or parish setting. The student will be responsible for a significant program or area of ministry. This senior project will determine, in large measure, the success of the student's assimilation of experience and training.

Throughout the four years of the intern program students will be meeting in dialogue with each other, faculty and staff members, clergy, and other resource persons. In addition, there will be a constant exposure to various resources for ministry. Each week during the academic year students in the intern program will be meeting together for these purposes through the format of the Intern Seminar.

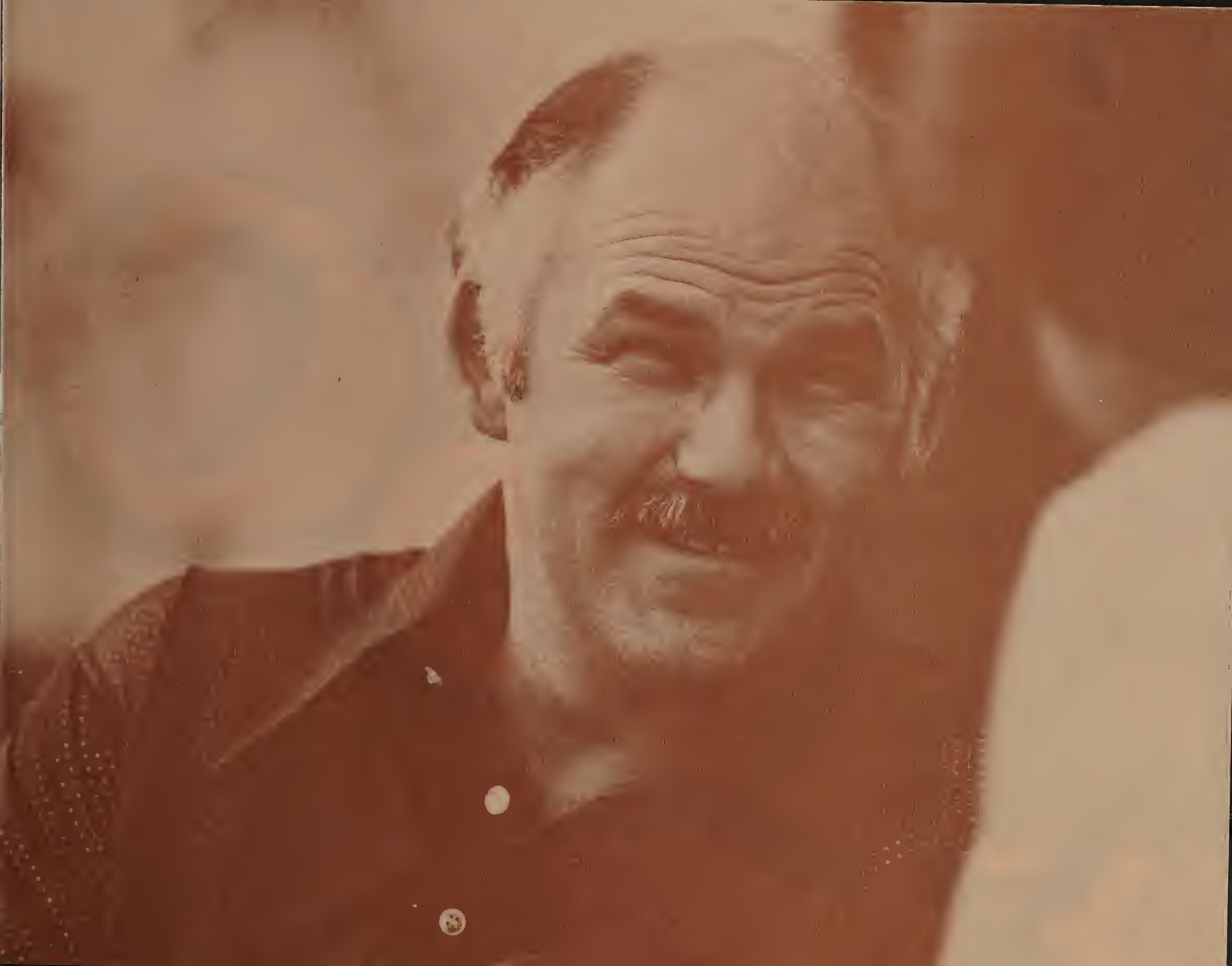


**CERTIFICATION:**

Upon completion of the intern experience, the Church Careers student will meet with the staff and faculty of the intern program and determine the advisability of certification as a professional in a particular church or church-related field. Certification by Centenary College will mean recognition of the student as a capable, responsible professional who has satisfied the requirements of the Supervised Intern Program.

PLACEMENT:

If certification is granted, the student will then be assisted in locating a place in seminary or graduate school, or a position on a staff in a local parish or church.



MISSISSIPPI

WORK OPPORTUNITY PROGRAM ■ TUITION SCHOLARSHIP

THE WORK OPPORTUNITY PROGRAM OF the Centenary School of Church Careers is designed to aid students by providing work opportunities for those who must earn money for personal expenses above tuition and fees, i.e., room, board (\$1,100 per academic year at Centenary for on-campus students), personal items, and spending money. This will be accomplished, with the student's assistance, by determining need, obtaining employment leads and opportunities, referring students to employers, and by counseling with employers and prospective student employees. Although specific jobs cannot be guaranteed to individual students, every effort is made to correlate the individual student's interests and experiences with the available work opportunities in the area. Any questions regarding this program should be addressed to the attention of Dick Ander, Work Opportunity Director.

EACH YEAR THE CENTENARY SCHOOL OF Church Careers Foundation makes available tuition scholarships to all Church Careers students. Each student is eligible for this scholarship in an amount up to \$1,500.00 per academic year, based on the evaluation of his or her application with regard to particular needs and qualifications (tuition and fees for a full-time Centenary student per academic year are \$1,510.00). Students interested in applying for the tuition scholarship and/or any other financial aid should contact David R. Dykes, Director of the Centenary School of Church Careers.





FINANCIAL AID

CENTENARY COLLEGE OFFERS SCHOLARSHIPS

and financial aid on the basis of academic achievement, leadership skills, outstanding abilities, and financial need. The College's scholarship and financial aid programs strive to remove financial barriers for entering students without regard to race, sex, color or creed.

Students should file a copy of the Parent's Confidential Statement (PCS) or the Family Financial Statement (FFS) to be considered for financial aid by Centenary. Financial aid in the form of grants-in-aid, student loans and part-time work/study programs are awarded when the student has completed the application process and been formally admitted to the College. Merit award scholarships are awarded to individuals with outstanding abilities, unusual leadership skill, or superior academic records. These awards are offered by the College on an individual selection basis and do not require submission of either the Parent's Confidential Statement or the Family Financial Statement.

To apply for grants-in-aid and all government-funded aid, students are required to complete the Basic Educational Opportunity Grant (BEOG) application obtainable from your school, local library, or Centenary's Financial Aid Office. The PCS and FFS are available from your high school guidance office.

COSTS:

TUITION AND FEES: \$1,510.00 per academic year

ROOM AND BOARD: \$1,100.00 per academic year



CORRESPONDENCE DIRECTORY

Theodore Kauss — Executive Vice-President
and Dean of Centenary College

Dan Ramsey — Director of Admissions

Martha Gaspard — Financial Aid Officer

Billie Merchant — Dean of Students

Charles Lowrey — Registrar

David R. Dykes — Director; Centenary
School of Church Careers

J. David Stone — Director of Public Relations;
Centenary School of Church Careers

Bert Scott — Director; Supervised Intern
Program, Centenary School of Church
Careers

Dick Anders — Director; Work Opportunity
Program

Robert Ed Taylor — Coordinator of Academic
Affairs; Centenary School of Church
Careers

Dr. Bentley Sloane — Director of Church
Relations; Centenary School of Church
Careers

D. L. Dykes, Jr. — Chairman; Centenary
School of Church Careers Foundation

Dr. Webb Pomeroy — Chairman of the
Department of Religion; Centenary College

Dr. Harlan Snow — Dean of the School of
Music; Centenary College

William C. Teague — Adjunct Professor of
Music; Academic Advisor for Sacred Music



Baseball Field

Gold Dome
Physical Education
Center

Brown Memorial Chapel

R. E. Smith Building

Haynes Memorial Gym

Mickie Hall of Science

Library

Baptist Student Center

WOODLAWN AVENUE

Hurley Music Building

Marjorie Lyons Playhouse

Bynum Commons
Dining Hall

Hamilton Hall

Morehead Memorial Gardens

Moore Student Center

Rotary Dorm

KINGS HIGHWAY

Jackson Hall

Frost Memorial Gardens

Hargrove Memorial Amphitheatre

Sexton Dorm

James Dorm

Hardin Dorm

Crumley Memorial Gardens

Meadows Art Museum

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